DOCUMENT RESUME

ED 130 716 JC 760 597

AUTHOR	Overton, R. Jean
TITLE	Resource Unit, Personal Finance (Budgeting, Saving, Spending, Credit). Revised.
INSTITUTION	North Carolina State Dept. of Community Colleges, Raleigh.
PUB DATE	75
NOTE	30p.; Pages 9 through 11 of the original document may reproduce poorly
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	Budgeting; Community Colleges; Credit (Finance); *Curriculum Guides; Instructional Materials; *Junior Colleges; *Money Management; *Resource Units
IDENTIFIERS	*Personal Finance Training

ABSTRACT

Teaching students to knowledgeably handle their personal finances is the central objective of the units presented in this curriculum guide. Included are four sections addressing budgeting, saving, spending, and credit. Each section includes a description of appropriate information to be presented, activity experiences intended to facilitate student participation and learning, titles of audiovisual materials relevant to the topic of concern, and suggested instructional techniques. Appended are course-related materials, including a personal finance pre-test, a budget plan form, a statement of expenses form, and an expenditure "pie" chart. (Author/JDS)

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Resource Materials

RESOURCE UNIT

PERSONAL FINANCE

(Budgeting, Saving, Spending, Credit)

by

R. Jean Overton

The University of North Carolina at Greensboro
Business Education 629
May, 1970

REVISED, 1975

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Printed by

Program Development Division
Department of Community Colleges
Raleigh, North Carolina

JE 760 597

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INTRODUCTION

Handling personal finances whether budgeting, saving, spending or obtaining credit is a problem that each individual must solve during some point in his or her lifetime. This unit was developed as an attempt to help students understand more about personal finance and how to handle their money whether it be a salary or an allowance.

Presentation of this unit by the instructor should be based on the individual goals and needs of each student as well as the student's personal knowledge about money management. Through student participation, the instructor should be able to plan this unit more carefully. Students will gain more from a unit of this type if they are given the opportunity to participate.

OBJECTIVES

1. To teach students how to handle their personal finances.
2. To teach students how to budget and the importance of budgeting.
3. To teach students the value of saving.
4. To aid students in spending money and using credit.
5. To show students how to set up a budget and live within it.

EVALUATION

Evaluation may include one or more of the following:

1. Objective-type tests at the end of each unit (budgeting, saving, etc.).
2. Written discussion of selected case problems.
3. Written and/or oral report on a personal finance topic selected by student.
4. A project on some phase of personal finance selected by student.

PERSONAL FINANCE

(Budgeting, Saving, Spending, Credit)

Course Information	Activity Experience
I. INTRODUCING THE UNIT	
Pre-study inventory test on personal finance.	Appendix A, page 23.
Paper on personal finance	Have students jot down everything they know about personal finance - budgeting, saving, spending, credit. Have students express their feelings about a unit on personal finance.
Role-playing	Preface role playing by brief remarks. Student and instructor or student and student can simulate different parts of the unit. Each simulation should then be analyzed to determine class interpretations. An example would be: The instructor may ask a student to erase the chalkboard. For the rendering of services the instructor may pay the student a dime. After the act is completed, the class may participate by analyzing what happened in the situation. Such questions as: What took place? Why did the instructor pay money? What is money? Why did the student receive money? Why do we need money? Other suggestions for role playing: 1. Bargaining - the student may not be satisfied with the money paid. 2. Purchasing a car. 3. Making your dollars buy more. 4. Buying on credit. 5. Family arguments about money.

Course Information	Activity Experiences
Class discussion, views, or techniques	Find out what the students know by asking or leading them to answer different questions about personal finance: What is money? How do you get money? Why do you need money? What do we mean by charge or credit money? What is bargaining and why bargain? What is a bank, credit union? What is saving? How can you plan spending?
Develop case study for entire unit.	
Have students analyze different problems involving personal finance.	Refer to personal finance textbooks for sample problems or prepare problems for students
II. SUMMARIZING INTRODUCTION	Summarize what students have said and done during class discussions or participation. Stress the point that making the most of money is not an easy task but that the job of handling finances is something everyone is faced with. This unit will provide helpful suggestions on: How to budget? How to save? How to use credit wisely? How to plan for spending? Suggested materials (pamphlets, references, and films) are listed in the Bibliography.

BUDGETING

Course Information	Activity Experiences
I. WHAT IS A BUDGET? Suggested Definitions: A financial plan for spending of money in such a way as to get the most satisfaction and value for your dollars. A budget is not a "strait jacket" but a means of releasing money in such a way as to get the most satisfaction and best use and of putting the budgeter in control of his income. A means of staying within your income and avoiding debts and worries. A tool for businessman's management of your finances.	Have students give their individual definitions of a budget or what a budget means to them. Summarize the class reactions in relation to your definition of a budget.
II. ADVANTAGES AND DISADVANTAGES OF BUDGETING. Advantages: 1. Live within income. 2. Pay debts from regular income. 3. Spend money wisely. 4. Represents social independence. 5. Promotes thrift. 6. Promote economy by limiting amount allotted for each particular purpose. 7. Facilitates accumulation of savings. 8. Provides "pay-as-you-go" method of living.	The instructor may prepare overlays or charts on the advantages and disadvanages of budgeting. Students can participate by expressing their opinions of <u>why budget</u> or <u>why not budget</u> through class discussions, panel discussions, and/or planning a bulletin board showing the why's or why not's. The instructor may summarize by showing overlays or charts and discussing them in relation to what the students have said or done. FILM: <u>Why Budget</u>.

Course Information	Activity Experiences

Advantages - continued:

9. Prevents necessity of making imprudent sacrifices.
10. Enables you to enjoy a fuller life through provisions of funds that would otherwise seem unobtainable.

Disadvantages:

1. Close estimates must be planned weeks in advance.
2. Compels reduced expenditures for enjoyable nonessentials.
3. Requires detailed expense records.
4. Unnecessary aid for persons having regular amount of income.
5. Limited benefit to persons naturally economical.
6. Not easily balanced.
7. Seldom designed for convenient use.
8. Difficult to administer during a period of rapidly changing prices.
9. May "cramp the style" of the budgeter.

III. MAIN FACTORS TO BASE A BUDGET ON

1. GOALS - What do you want?
2. INCOME - How much will you have to spend?
3. EXPENSES - How much should you spend?

After class discussions of defining a budget and the why and why not's of budgeting, prepared materials such as overlays, charts, use of the chalkboard or bulletin board may be used to show a picture of a budget or the main factors to base a budget on. This will also be a good time to introduce some concepts of saving.

Students may analyze goals, income, and expenses in terms of their wants and desires either in written form or by role playing.

Course Information	Activity Experiences
	Suggested budget forms are given on pages 24,25. Forms may be ordered from the list on page 8, or obtained from local banks, credit unions, and savings and loan associations.
IV. STEPS INVOLVED IN MAKING A BUDGET 1. Decide on pattern of income. 2. Base budget on net, not gross, income. 3. Program committments. 4. Adjust - Decide what is left after fixed expenses are determined for everyday expenses. 5. The key to your budget - monthly expense record. See how much you are presently spending by recording expenditures in a small notebook or pad. Record expenses preferably daily or at convenient intervals. 6. Program your savings. Savings should be an integral part of the budgeting program even though it is an item of less importance when budgeting.	Lecture may be more appropriate for explaining the steps, preparation, and requirements for making a budget. Budget forms may be used to explain these points. The instructor may rely on what has been done during the class discussions and role playing sessions. FILM: A Penny Saved.
V. PREPARATION OF A CONDENSED STATEMENT OF EXPENSES. Should know how much money is available for current spending and be able to apportion it exactly for various necessities and desires. 1. Predetermined expenses 2. Current living expenses 3. Current personal expenses 4. Savings	Again the instructor may find it necessary to lecture. Rely on what has been done. Use suggested form on page 25 or create own forms.

Course Information	Activity Experiences
VI. PERSONAL BUDGET REQUIREMENTS	Lecture may again be necessary, but students should be thinking of their personal expenditures and how they could plan a budget.
1. Group all expenditures into a few classes. Expense groups will depend on individual circumstances. Suggested Expenses for students. (See budget form on page 24.)	Students could group their expenses into different categories. Students could work in groups in establishing a budget form. The teacher may plan a budget plan or use the suggested form on page 24.
2. Prepare estimated monthly payments expected: a. School and other expenses b. Lunches c. Transportation d. Organization dues e. Personal spending money (See form on page 25.)	The pie chart shown on page 26 (or obtain other charts) may be useful in comparing personal expenditures with those of the American people as a whole.
3. Keep a daily record of cash payments made in each group.	
4. Budget according to the way your income comes in - monthly, biweekly, weekly.	
5. Budget must be personal and individual.	
6. Budget must be a flexible plan that fits into one's scheme of living.	

SUGGESTED ACTIVITIES:

Have students prepare and develop their own personal budget.
Have students compare an individual and a family budget plan.
Have students prepare a class skit on budgeting.
Have students read newspapers or periodicals on budgeting and give reports.
Have students observe television or radio programs on budgeting.
Have students make school survey on teachers who budget.
Have students analyze case problems.

SUGGESTED BUDGET FORMS:

Trial Budget Form contained in Money Management--Your Budget. Write to Household Finance Corporatior, Prudential Plaza, Chicago, Illinois 60601.

Family Budget Worksheet contained in Carl F. Hawver's Teacher's Kit on Consumer Finance. Write to Educational Services Division, National Consumer Finance Association, 1000 16th Street, N.W., Washington, D. C. 20036.

Slide Guide showing Divided Responsibility--Family Budget Plan. Included in preceding kit.

Let's Learn About Consumer Finance. A catalog of Educational and Counseling Aids for the classroom teacher. Write to National Consume- Finance Association at address given above.

Budget Book, New York Life Insurance Company.

Students and teachers may consult credit unions, banks, churches, employers for help in preparing a budget.

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SAVING

Course Information	Activity Experiences
I. INTRODUCTION	Teacher may obtain a Savings Passbook to use in relation to savings accounts. A bank representative or other savings personnel may be asked to speak to the class. Topics may include why save, how to save, or how to open a savings account. Students may be consulted as to topics on savings in which they are interested.
II. SAVING DEFINED The amount saved is the balance remaining after all other payments have been made. The amount saved depends on the income and the expenses allotted.	Students may jot down their ideas about saving. Role playing can again be used to explain the definition of saving. Students should be familiar with savings after preparing a budget. Class discussion will give them the opportunity to express ideas and opinions learned while budgeting.
III. WHY SAVE? Save to satisfy needs and achieve goals at the least cost. Reasons for Saving copied from Personal Money Management, p. 9, Savings Division, The American Bankers Association.	Students may outline their personal reasons why they would consider saving. If a student does not think saving is necessary, perhaps the class can convince him through their opinions. Students suggestions for saving may be written on the chalkboard and analyzed by the class.

1. As a financial cushion for emergencies such as serious illness, accident, or unemployment.
2. For large recurring expenses such as insurance premiums and real estate taxes.
3. For large nonrecurring expenses such as furniture, home improvement, and decorating bills or an expensive item of clothing such as a fur coat.
4. For short-term goals such as a vacation, Christmas, and birthday gifts, a car, television, or appliances.
5. For long-term goals such as a wedding, travel, down payment toward the purchase of a home, or college education.

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Course Information	Activity Experiences
6. To take advantage of opportunities for personal advancement, business success, or investment profit.	
7. To supplement Social Security, a company retirement plan, insurance annuity, unemployment or disability insurance, group hospitalization, and medical benefits.	
IV. HOW TO SAVE? Save first and save regularly. Decide on goals. Determine the amount to be saved before spending begins. Establish essential expenditures. Establish flexible expenses.	Students may not have any ideas on how to save, if not, outline for them. This may be done on the chalkboard, overlays, or bulletin board. A class speaker may be good at this point.
V. HOW MUCH TO SAVE? Amount saved depends on the individual. Amount saved depends on income. Amount saved depends on financial responsibilities. Amount saved depends on tastes and interests. Suggestions by financial experts are five to ten percent of take-home pay.	Find out if any student in the class saves. Ask the student to explain how he determined the amount to save and if he has a set amount for saving. Have students express their opinions on how much they would like to save. Students could discuss how much saving is done in their families. Students could make a decision on what to save for and the amount needed to reserve out of personal income.
VI. WHERE TO SAVE? Commercial banks and trust companies--Corporations owned by stockholders. a. Handle savings and time deposits. b. Financial services--checking accounts; consumer credit (loans for cars); personal loans; trust and investment services; travel and safe deposit accomodations.	Speakers from different savings institutions could be asked to speak. Students may suggest speakers. Students may give examples of places to save within their own community. Savings institutions may be related to family experiences. Students should be able to identify different savings institutions. They can be assigned different institutions and asked to give an oral or written report.

Course Information	Activity Experiences
Mutual savings bank--Specialized savings institutions. a. Encourage thrift. b. Safe deposit and other banking services such as: money orders, travelers checks, passbook loans, sale and redemption of U. S. Savings Bonds. Savings and loan associations--Financial institutions, but not banks--Share-account institutions. a. Finance home building, buying, and remodeling. b. Mortgage funds--individual's money is used to purchase shares in mortgage investment firm--becomes stockholder or part-owner. Credit unions--not banks, usually organized among employees in industry or occupational groups. a. Members are shareholders. b. Receive savings from and make consumer and home mortgage loans.	FILMS: A Penny Saved Using Bank Credit

SUGGESTED ACTIVITIES:

Have students find information on places to save.
Have students start own savings account. Decide on where to save and why.
Have students analyze case problems.

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SPENDING

Course Information	Activity Experiences

I. INTRODUCTION:

Student should discuss spending in terms of their income. Ideas of what they consider important and unimportant when spending should be stressed.

Student skits may be developed in buying clothes, cars, or groceries, etc. Clothing, recreation, and cars are probably the items students are most interested in purchasing.

A SUGGESTED SPENDING PATTERN CHART copied from Personal Money Management, page 18, Savings Division, The American Bankers Association is shown below:

Spending Category	Range (According to Percentage of Spendable Income)	Your Estimate
Food	22-29%	
Rent and maintenance	20-30%	
Transportation	10-20%	
Clothing	7-13%	
Personal and medical care	8-11%	
Home furnishings	3- 7%	
Recreation	3- 5%	
Savings	3- 6%	
Education	1- 3%	
Miscellaneous	2- 4%	

The chart shown above may be used as a guide for students in setting up their own spending chart.

Course Information	Activity Experiences

II. FOUR POINTS TO CONSIDER WHEN BUYING CLOTHING.

1. Planning--Plan wardrobe around clothes already have. Buy clothing suitable for the life you lead.
2. Fit--Buy clothing according to your size at the present time. Do not buy too large or too small.

Have students give points they consider when buying clothing. This may be done as an individual project or by listing on the chalkboard. Points should be analyzed thoroughly.

Student skits would be good for emphasizing clothing pointers.

FILM: Managing Your Clothing Dollars.

PAMPHLET: Clothes, Money, and You.

Course Information	Activity Experiences
3. Fabric--Read labels and instructions before purchasing. Is it drip dry? Is it preshrunk? Is it colorfast? What are the cleaning instructions? 4. Timing--Watch for clearance sales, but remember that a bargain is a bargain only when you need it.	

PURCHASING A CAR will probably be of primary importance to the students in the classroom. Assignments relating to the purchase of a car and the costs of the purchase and maintenance of the car may be utilized. Students may develop a Car Operating Chart based on family expenditures.

The suggested chart on car operating costs copied from Personal Money Management, Savings Division, The American Bankers Association, page 20, may be used for class illustration.

WHAT IT COSTS TO OPERATE YOUR CAR

	Your Car (Annual Mileage)		$2,500 New Car (Annual Mileage 10,000)	
	Cost per Year	Cost per Mile	Cost per Year	Cost per Mile
1. Depreciation			$ 646	$.0646
2. Insurance--all kinds			140	.0140
3. Licenses and registration			22	.0022
4. Gasoline and oil			262	.0262
5. Maintenance			79	.0079
6. Tires			49	.0049
7. Miscellaneous expenses--tolls and parking fees			10	.0010
TOTAL			$1,208	$.1208

Course Information	Activity Experiences
I. CREDIT DEFINED Definition: Exchange of goods or services for a promise to pay at a future date. A trust given or received. Explain that interest must be paid on credit. Credit is good to use when you do not have enough cash for a purchase you want, emergency spending or expenses. Be careful of easy credit--may spend beyond means.	Students may simulate situations using credit. They may plan own skits or participate in role playing activities. Any action by the students should be analyzed. Ideas related to credit money, charge accounts, interest, easy credit or similar terms may be discussed and interpreted by the students. Students may investigate credit accounts used by their families. FILM: The Wise Use of Credit.
II. BASIC USES OF CREDIT FOR CONSUMER To purchase a home. To purchase things. (Cars, refrigerators, televisions) To acquire cash for consumer purposes.	Students may relate situations in which their families have found it necessary to use credit. Students may suggest their need for credit.
III. CHARACTERISTICS OF CREDIT TODAY Improves standard of living for American family (rather than for emergencies only). Many different forms of credit. Variety of responsible and reliable sources of credit. Increased experiences and improved judgment of consumer in using credit wisely.	The characteristics of credit may have to be explained in lecture, although students may offer their own suggestions. Students may be asked to investigate the forms and sources of credit.

Course Information	Activity Experiences
IV. HOW MUCH CREDIT CAN YOU AFFORD? Must be able to repay the loan. Questions to consider: Is my job secure? Do I have enough left over from my paycheck after spending for living expenses and present obligations to add this new debt? Can I fit payments into my budget?	Students may analyze how much credit they could afford based on their income. Students may analyze the family's credit stability. Students may role play--too much credit and credit according to income. The teacher may summarize any points made by the student with emphasis on the suggested questions.
V. COST OF CREDIT Identify the following terms: Service charges, Carrying charges, Finance charges, or any other terms relating to the cost of credit.	Students may list any items involved in the cost of credit. The teacher should be able to build on what the students have already discussed.
VI. EXAMPLES OF TYPES OF CREDIT Installment credit--usually used for large, durable items. Item in purchaser's possession. Agree to pay certain amounts for stated period of time. Limited or revolving credit--Written agreement providing the customer with a limited amount of credit based on credit rating, income, etc. Customer makes regular stated payments each month, sometimes pays percentage on balance due. Open charge account--Customer promises to pay in full for purchases 10 to 20 days after being billed. Cash loans--Money is borrowed from banks or lending agencies so that borrower can pay cash for things he wants. Banks usually charge lower interest rates on cash loans.	Students may investigate the types of credit used by their families. Students may be asked to obtain forms and inquire about applying for credit. After students have investigated and reported their findings, the teacher may give other examples of credit with explanations of each. FILM: Using Bank Credit.

Course Information	Activity Experiences

Stress this point:

BE SURE TO READ AND UNDERSTAND
THE TERMS OF THE LENDING CON-
TRACT BEFORE SIGNING.

Students should be able to summarize some of the Do's and Dont's of credit at the conclusion of this discussion. The following Do's and Dont's of Credit were copied from Carl F. Hawver's Yesterdays, Todays, and Tomorrows of Consumer Finance, Teacher's kit.

DO'S AND DONT'S OF CREDIT

1. DON'T borrow money unless you really need it.

2. DON'T borrow money until you have planned how you can pay it back. The same laws which protect you protect the lenders. Borrowed money must be repaid.

3. DON'T borrow money unless having it is worth what it costs. Borrowing costs money.

4. DON'T borrow money from an unlicensed lender. Since they can't get the law to help them collect if you fail to pay up, they may use some pretty rough collection methods.

On the other hand--

1. DO ask to see the lender's license. Ask if he belongs to state and national lender's organizations--this is extra evidence of his good reputation in the business.

2. DO insist on getting written itemized statement of all charges when you buy on time or when you borrow cash.

3. DO insist that provision is made for you to pay off the loan ahead of schedule if you wish.

4. DO establish your credit at a consumer finance company or other financial institution before you go shopping for major items. Then you can determine on the spot whether you will get a better deal buying "on time" or for cash.

5. DO spend your credit as carefully as you do your cash--either way, it's your money!

SUGGESTED ACTIVITIES:

Have students obtain from banks or businesses a credit application.

Have students to bring credit cards from home.

Have students investigate the type of credit they would like and open a charge account.

Have credit representatives speak to the class.

Have students solve case problems related to credit.

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Trooboff, Benjamin M., Personal Money Management, Text and Cases. Atlanta, Georgia: Consumer Credit Counseling Service of Greater Atlanta, Inc., 1969.

Unger, Maurice A. and Harold A. Wolf. Personal Finance. 3rd ed. Boston: Allyn and Bacon, Inc., 1972.

2. Pamphlets

Cents and Sense. Publication 439. Director, Agricultural Extension Service, University of Tennessee, Cumberland Avenue, S.W., Knoxville, Tennessee 37916. 15 pages.

Explicit steps are outlined to provide the consumer with good money management habits. 4-H members guide, Unit I, Home Management.

Clothes, Money, and You. Ruth Ann Nine. Reference Unit of Selected Readings and References for State Clothing Specialists State 4-H Staffs, Pennsylvania State University, University Park, Pennsylvania 16802. 28 pages.

Books that the instructor and student may use successfully in a consumer education class or club activity.

Knowing How to Budget and Buy. Herbert W. Bohlman and Edna McCaull Bohlman. 1968, Educational Opportunities Division, Follett Publishing Co., 1010 West Washington Boulevard, Chicago, Illinois 60604. 48 pages.

Accent/Consumer Education. For classroom activities in consumer education courses. Tips for buying included.

Mind Your Money . . . When You Spend, When You Shop, When You Use Credit. Money Management Institute, Household Finance Corporation, Prudential Plaza, Chicago, Illinois 60601. 15 pages.

Simple instructions for good money management.

Personal Money Management. Savings Division of the American Bankers Association, New York, 1967. 58 pages.

Gives general information on budgeting, saving, spending, insurance, housing, and credit.

Why Go Broke When You Don't Have To? (347) 1968, Women's Division, Institute of Life Insurance, 277 Park Avenue, New York, New York 10017. 15 pages.

Money management for boys and girls 15 to 18.

3. Reference:

Erickson, Lawrence W. and Barbara S. Simi. Consumer Education: A Guide for the Community College. New York: Institute of Life Insurance, 1973.

Finance Facts Yearbook. Educational Services Division, National Consumer Finance Association, 1000 16th Street, N.W., Washington, D. C. 20036.

A fact book about consumer financial behavior and the consumer finance business.

4. Audiovisual

*FILMS:

Personal Financial Planning. National Consumer Finance Association, 1000 16th Street, N.W., Washington, D. C. 20036. Film, 11 minutes, black and white or color.

Designed to orient students into economic problems of daily living. It defines terms of basic consumer economics and emphasizes personal financial planning as part of successful money management. Teacher's guide available.

A Penny Saved. MP-So-16mm. 15 minutes. Color or black and white. Available on free loan basis from Association Films, Inc., 600 Madison Avenue, New York, New York 10022.

The Wise Use of Credit. MP-So-16mm. 11 minutes. Color or black and white. Request from the National Consumer Finance Association, Educational Service Division, 1000 16th Street, N.W., Washington, D. C. 20036.

Wise Buying. MP-So-16mm. 1 reel--11 minutes. Sold by Coronet Instructional Films, 65 East South Water Street, Chicago, Illinois 60601. For rental use, contact your regular film library or Business Education Films, 5113 - 16th Avenue, Brooklyn, New York 11204. Rental charge.

Using Bank Credit. MP-So-16mm. 1 reel--10 minutes. Free rental to schools through local banks or Clearing House Associations.

Why Budget. (Home management) MP-So-16mm. 1 reel--11 minutes. Black and white. May be obtained from Business Education Films, 5113 - 16th Avenue, Brooklyn, New York 11204. Rental charge.

Managing Your Clothing Dollars. Filmstrip-Silent-35mm. 15-20 minutes. Color. Available on a free loan basis for one week or may be purchased. Request from Money Management Institute of Household Finance Corporation, Prudential Plaza, Chicago, Illinois 60601.

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*Abbreviations:
MP--Motion picture
So--Sound
16mm--16 millimeter

More up-to-date films may be available; therefore, it is important that films be reviewed or a film catalogue be requested.

APPENDIX

APPENDIX A

PERSONAL FINANCE

PRETEST

DIRECTIONS: On the line at the right of each statement, write the word or words which make the sentence complete and accurate.

1. It costs extra money when you buy on . . . . . 1. CREDIT
2. Easy payment plans cost money because the store charges 2. INTEREST
3. It is good to have a car inspected before buying by a/an 3. MECHANIC
4. A budget is. . . . . 4. A FINANCIAL PLAN or A SPENDING PLAN
5. The first important number in the budget is. . . . . 5. TAKE-HOME PAY or MONEY BROUGHT HOME
6. Charges for credit are known as. . . . . 6. SERVICE CHARGES
7. Paying a store so much a month on an open account is known as . . . . . 7. REVOLVING CREDIT
8. Credit which you pay in several equal payments is. . . . 8. INSTALLMENT CREDIT
9. Expenses that do not change are known as . . . . . 9. FIXED EXPENSES or PREDETERMINED EXPENSES
10. A bank giving money to a borrower is known as. . . . . 10. A LOAN

APPENDIX B

A BUDGET PLAN

INCOME AFTER TAXES		$_____
SAVINGS:		
Money for future spending (goals, emergencies)	$_____	
College or higher education	_____	
Vacation	_____	
New Clothing	_____	_____
EXPENSES:		
Food and Beverages:		
Lunches	$_____	
Snacks	_____	_____
Clothing:		
Items bought from income	$_____	_____
Education:		
Expenses because of school	$_____	
Books	_____	
Paper	_____	
Pencils	_____	
Other Supplies	_____	
Private Lessons	_____	
Lectures	_____	
Concerts	_____	
Plays	_____	
Trips for Purpose of Learning	_____	_____
Recreation:		
Good times or pleasure	$_____	_____
Gifts to Friends or Family:	$_____	_____
Contributions to church or organizations:	$_____	_____
Transportation:		
Carfare	$_____	
Money spent on bicycle or motorcycle	_____	
Owner of a car must figure on gas oil, tires, etc.	_____	_____
Miscellaneous:	$_____	_____
TOTAL EXPENSES		$_____

APPENDIX C

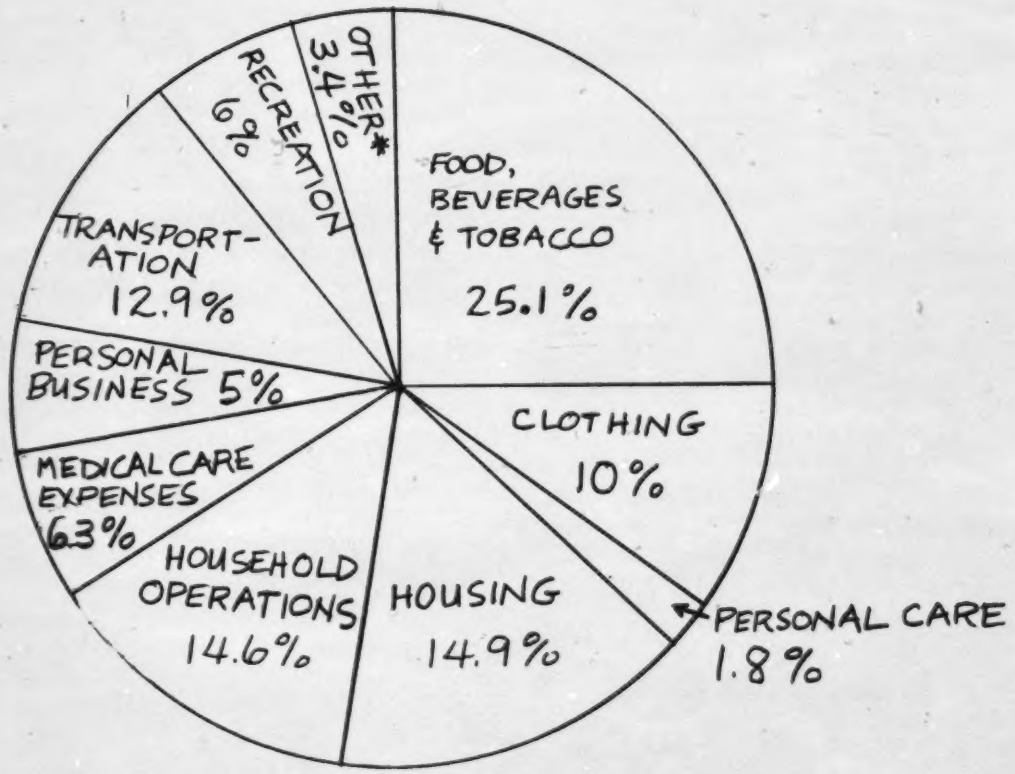
STATEMENT OF EXPENSES

ITEM	AMOUNT	
Predetermined Expenses:		
Fixed Expenses	$_____	$_____
Current Living Expenses:		
Food	$_____	
Laundry	_____	
Postage	_____	_____
Current Personal Expenses:		
Clothing	$_____	
Footwear	_____	
Miscellaneous Supplies (Drugs, Cosmetics, Candy)	_____	
Appearance Services (Barber, Pressing, Cleaning, Beauty Salon)	_____	
Contingencies--Undetermined Expenses (Watch Repair, Glasses)	_____	
Miscellaneous Items (Movies, Week-ends, Donations)	_____	_____
TOTAL EXPENSES		$_____

APPENDIX D

EXPENDITURE PIE CHART[1]

UNIVERSITY OF CALIF.
LOS ANGELES
DEC 10 1976
CLEARINGHOUSE FOR
JUNIOR COLLEGES



*"Other" includes: 1. Private education and research; 2. Religious and welfare activities; 3. Foreign travel and other.

[1]Maurice A. Unger and Harold A. Wolf. Personal Finance (2nd ed.; Boston: Allyn and Bacon, Inc., 1969), p. 29.